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ABSTRACT

This paper describes the University of Tennessee's High School Equivalency Program (HEP), one of 21 programs throughout the United States aimed at assisting seasonal and migrant farm workers in improving their level of employment and education. For the first 4 years, the University of Tennessee's HEP was a campus-based residency program, but in 1986 it was changed to a work-site-based operation to better meet the needs of students and their families. The Office of Migrant Education also developed a sister program, the College Assistance Migrant Program (CAMP) to support HEP graduates in continuing their education. Each participant in HEP is provided with a minimum of 30 hours per week of instruction in mathematics, science, social studies, writing, and reading with the goal of attaining a GED certificate. A behavioral component of the program focuses on stress management, career selection, money management, avocational interests, and time management. Throughout its existence, the University of Tennessee's HEP has established strong linkages with local programs and agencies in accessing services for migrant and seasonal farm workers. The program has presently served 90 percent of its 167-student goal. Students enrolled in the program are passing the GED test at a 73 percent rate. Sixty-six percent of students who have completed the program have been placed in competitive nonfarm employment and 16 percent have entered postsecondary education. The site-based program has encouraged older members of the extended family to take advantage of HEP. Appendices include maps of HEP and CAMP sites. (LP)

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University of Tennessee

The Extended Family: An Educational Program For The Seasonal and Migrant Farm Worker

In 1967, the Office of Economic Opportunities created the High School Equivalency Program (H.E.P.) to help migrant and seasonal farmworkers improve their lives. The H.E.P. program started as a pilot project at Catholic University in Washington, D.C., in 1964. The pilot program was to examine the sorts of experiences that would help these people improve their lives economically. Previous programs dealt with employment problems and providing maintenance income during periods of seasonal unemployment. H.E.P. was a pilot plan to provide permanent solutions to the employment problem of seasonal farmworkers. Using the GED program as the centerpiece of the H.E.P. experiment, the projects became a positive blend of education, social, personal, civic, career, and cultural experiences (Bertoglio, 1985). Beginning in 1968, twelve projects were funded in the form of grants. Today there are 21 H.E.P. programs in the continental USA and Puerto Rico.

H.E.P. Sites

Quachita Baptist University
Arkadelphia, Arkansas

University of Colorado
Boulder, Colorado

University of S. Florida
Tampa, Florida

Boise State University
Boise, Idaho

Center For Human Service
Bethesda, Maryland

Mississippi Valley State University
Itta Bena, Mississippi

University of New Mexico
Albuquerque, New Mexico

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RC 019595

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El Rito, New Mexico

SUNY at New Paltz
Albany, New York

University of Oregon
Eugene, Oregon

Catholic University of Puerto Rico
Ponce, Puerto Rico

Inter American University
San German, Puerto Rico

University of Tennessee
Knoxville, Tennessee

University of Texas at El Paso
El Paso, Texas

University of Texas - Pan American
Edinburg, Texas

SER-Jobs for Progress National, Inc.
Dallas, Texas

University of Houston
Houston, Texas

Southwest Texas State University
San Marcos, Texas

Central Vermont Community Action Council
Barre, Vermont

Washington State University
Pullman, Washington

Milwaukee Area Technical College
Milwaukee, Wisconsin

All programs are designed to assist the needs of local migrant and seasonal farmworkers. Funding for the programs is granted to institutions of higher education and non-profit organizations through the Office of Migrant Education. Grantees are encouraged to be flexible and creative in the development of their specific program. A very creative and flexible program is needed to serve a hard-to-reach population such as this. Most of the students either reside near their farm work or migrate with the seasonal

farm work. They are often isolated and lack transportation. Just trying to reach them is a difficult task in and of itself. Recruitment then becomes the next difficult task. Clearly stated guidelines are to be followed in the recruitment of eligible participants.

1. A person must be a migrant farmworker or other seasonal farmworker or a dependent of a migrant farmworker or other seasonal farmworker.

2. Not be currently enrolled in an elementary or secondary school.

3. Not have earned a secondary school diploma or equivalent.

4. Be above the age of compulsory school attendance in the state where the site is located.

5. Be determined by the project to need the academic and supporting services and financial assistance provided by the project in order to attain the equivalent of a secondary school diploma and to gain employment or be placed in an IHE or other post-secondary education/training program.

6. Presently participating under Chapter I of part D of Elementary and Secondary Education Act of 1965 or section 402 of JTPA.

The minimal guidelines for entry into the H.E.P. program are:

1. 6.2 on TABE (Test for Adult Basic Education) or 7.2 on ABEL test.

2. No high school diploma/not enrolled in high school.

3. 75 days employment in last 24 months.

4. Show need for service.

In general, the High School Equivalency offers the following services:

1. Assistance in enrolling in the program.

2. Instructional services in Reading, Essay Writing, Math, Science, and Social Studies geared to the attainment of a GED certificate.

3. Career counseling designed to acquaint the students with the range of career options available to them.

4. Social and cultural services designed to give the students exposure to academic institutions and programs, cultural events and other social and recreational activities.

5. Other support services necessary to help students to succeed in the program including stipends per attendance day to help with transportation.

The University of Tennessee H.E.P. was first funded by the U.S. Department of Education in 1982. The program has been refunded every year since then. For the first four years it was a residency program. Migrant and seasonal farmworker high school dropouts were brought to the University and provided with the instruction and support services necessary to complete the requirements for a high school equivalency diploma. The theory used in locating the program on a college campus was to provide a realistic environment for the successful students to continue their education by enrolling at an institution of higher education. All the services accorded the college students were available to the H.E.P. students. Active campus living was encouraged to further develop a comfortable environment further removed from the rural isolation of the seasonal and migrant farm work. To further encourage the students to complete the H.E.P. program, the Office of Migrant Education developed a sister program, the College Assisted Migrant Program (C.A.M.P.). This program was created to support a H.E.P. graduate to enroll and attend a college for the first year and then help them find further assistance for the remaining three years. Six C.A.M.P. programs are in existance now.

CAMP Sites

California State University-Fresno
Fresno, California

California State University-Sacramento
Sacramento, California

Boise State University
Boise, Idaho

Oregon State University
Corvallis, Oregon

Pennsylvania State University
State College, Pennsylvania

St Edward's University
Austin, Texas

In the grant year 1986-87 the residency program at the University of Tennessee was changed to a site based operation. Although the campus based program was successful, we believed more students could be reached if we moved out to be near the students. We also believed we could assist more married couples and thus work with a wider age range. Most students attending the campus program were young with a somewhat greater freedom to leave the work sites. However, the students had to leave the nuclear family and extended family and become residential students. With limited transportation available and difficulty in establishing mail and telephone service, the at-risk student was isolated from the family. In some situations it meant that husbands and wives were separated from each other and/or the children.

Studies clearly show that family involvement in the schools increases student attendance and achievement and home-school communication between the student, the parent, and the school further increases achievement (Gotts, 1989). Research by Epstein (1992) identified six areas of common responsibilities for learning between school, families, and communities: (1) Health, safety, and developmental issues; (2) Home-school communications; (3) Working together at school; (4) Supporting study at home; (5) Sharing decisions about education; (6) Collaboration with communities. Research also shows this family and community involvement is of even greater value to the adult learner. Emotional support, economic support, and self worth is most important as coming from the extended family (Popenoe, 1990, Blood and Blood, 1978).

Family support is especially important to the migrant student who is coping with constant movement and trying living conditions (Sunderlin, 1971; Purkey, 1970). Whereas the middle class culture can permit the children and young adults to defer the immediate successes because of a predictable income, the seasonal farmworkers and migrants cannot. This environment does not allow for risk taking in the family attempts at advancement (Fullerton, 1977). This risk taking is especially true for the female in the Hispanic culture. She is described as more passive, vulnerable and protected more than boys (Cavenaugh and Porteous, 1977). Also families from a low socioeconomic status expect less of themselves and teachers often times do too (Trowbridge and Trowbridge, 1972). The present H.E.P. program allows us to successfully make inroads to these problems. The communities served by the program are enriched by the services provided and the quality of life of the

student participating has improved.

Now that the H.E.P. is site based, further program changes could be made. Previously students enrolled for two semesters to complete their studies. Enrollment is now open-entry/open-exit. Thus students can progress at their own pace. Each participant is provided a minimum of thirty (30) hours a week of instruction in the five subject areas of mathematics, science, social studies, writing, and reading. Additional videotaped instruction and tutoring are provided based on individual student needs.

The educational component is tied closely to the behavioral component called "life transfer skills." All instruction and counseling plans and activities are designed to promote these skills. Life Transfer Skills can be defined as those skills needed by an individual to function effectively in society. They include skills learned through the stress management, career selection, money management, avocational interests, and time management. Migrant/seasonal farmworkers often tend to lack experience in acquiring and applying life skills. The H.E.P. program encourages students to gain confidence in these abilities and to determine their applicability for transfer to their lives outside of the H.E.P. program.

Access to local community and technical college services and activities assisted in the development of life transfer skills and program adjustment. All the present H.E.P. sites are located near universities, community colleges and technical colleges. Thus entire families have access to the same facilities as the student. Family involvement is encouraged, thus utilizing the nuclear family concept.

The University of Tennessee has established H.E.P. programs in the following states:

State	County or City	Institute of Higher Education
Tennessee	Cocke Co.	University of Tennessee
North Carolina	Rockingham Co. Henderson Co. Haywood Co.	Rockingham Community College Blue Ridge Community College Haywood Community College
South Carolina	Aiken Co. Gloversville Co. Spartanburg Johns Island	Aiken Community College University of South Carolina
Georgia	Valdosta	Valdosta State College

In addition to the above mentioned institutions, our satellite

programs have established strong linkages with the following local programs and agencies targeting migrant/seasonal farmworkers. These linkages allow us to better serve our students and families.

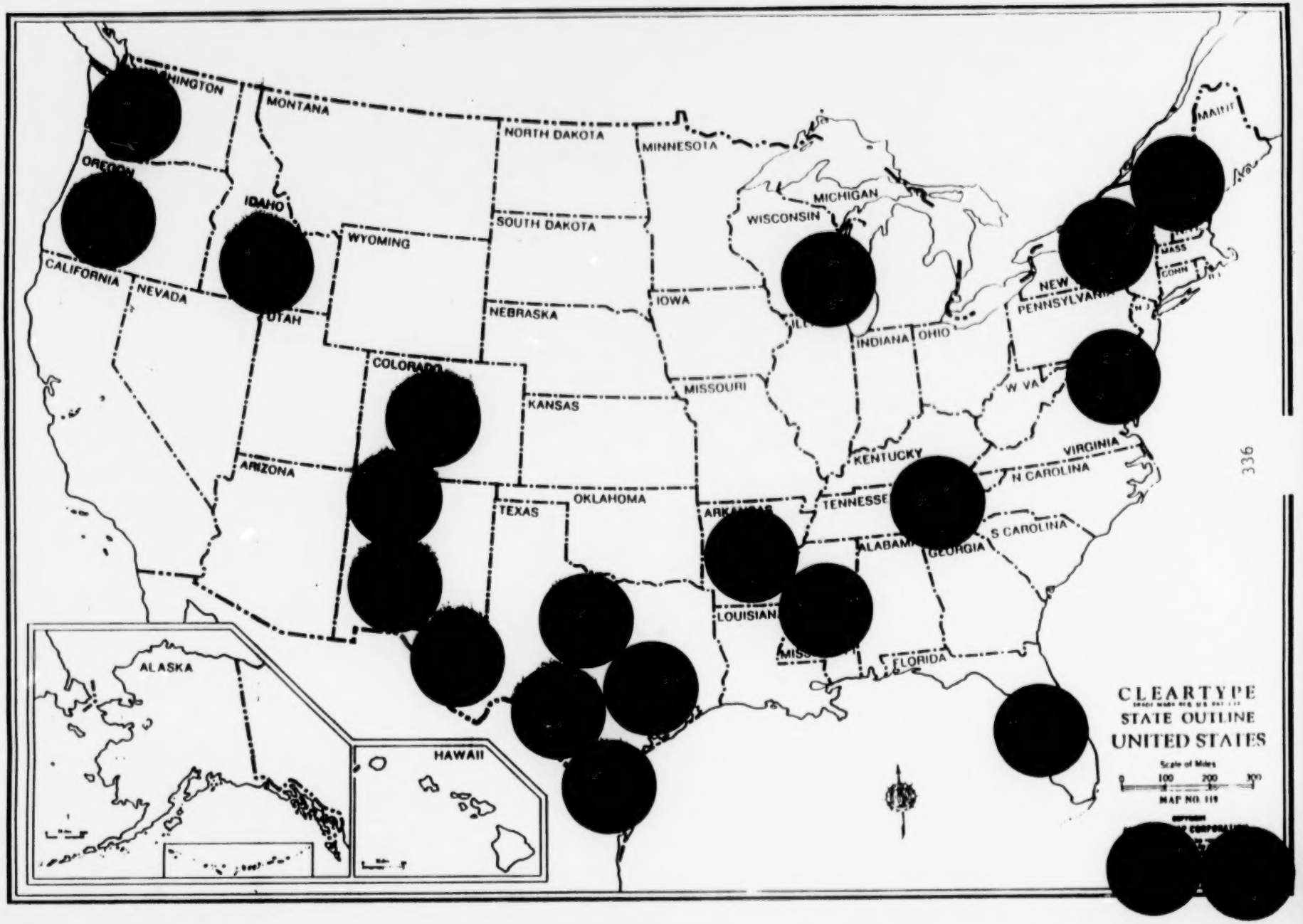
1. Telemon Corporation
2. Tennessee Opportunity Program, Inc. (TOPS)
3. Our Lady of Mary Community Outreach Services, Inc.
4. State Migrant Education Program
5. Migrant Health Clinics
6. Local Interagency Coordinating Council
7. State Farmworker Organizations
8. Prime JTPA Sponsors
9. State Dept. of Labor
10. Employment Security
11. Dept. of Human Services
12. State Migrant Education Offices
13. State Dept. of Education
14. Office of Voc. Rehab.
15. Agric. Extensions
16. Schools/Churches
17. Farmworker Unions
18. Farm Owners
19. Food Stamp Offices

Other possible contact and referral locations are rural gathering places (country store, feed distributors, tobacco barns, produce markets, etc.) and traditional word of mouth canvassing along rural roads. Another obvious source we use to assist us in our efforts to reach and teach the migrants and seasonal farm workers are the secondary schools near the H.E.P. sites. They can provide us with valuable information after the students have dropped-out of school and are now within the age guidelines of our grant.

The program is presently serving 90% of the 167 student goal. This is considered an excellent average for a commuter program. Students enrolled in the program are passing the GED test at a 73% rate. This average is consistent with the 70% passing rate for adults taking the GED test as reported by the American Council on Education. Sixty-six percent of the student completing the program were placed in competitive/non-farm work employment. Sixteen percent entered post-secondary education (The University of Tennessee H.E.P. End of the Year Report, 1994).

The University of Tennessee H.E.P. program is reaching a

migrant/ seasonal farm worker population that is often invisible and not served by other programs. After six years of the site based program, we feel confident that we are increasing educational opportunities for the migrant/seasonal farm worker. More important, the program is not just keying in on the young, but we are working with the extended family while encouraging the older members to take advantage of the H.E.P. program.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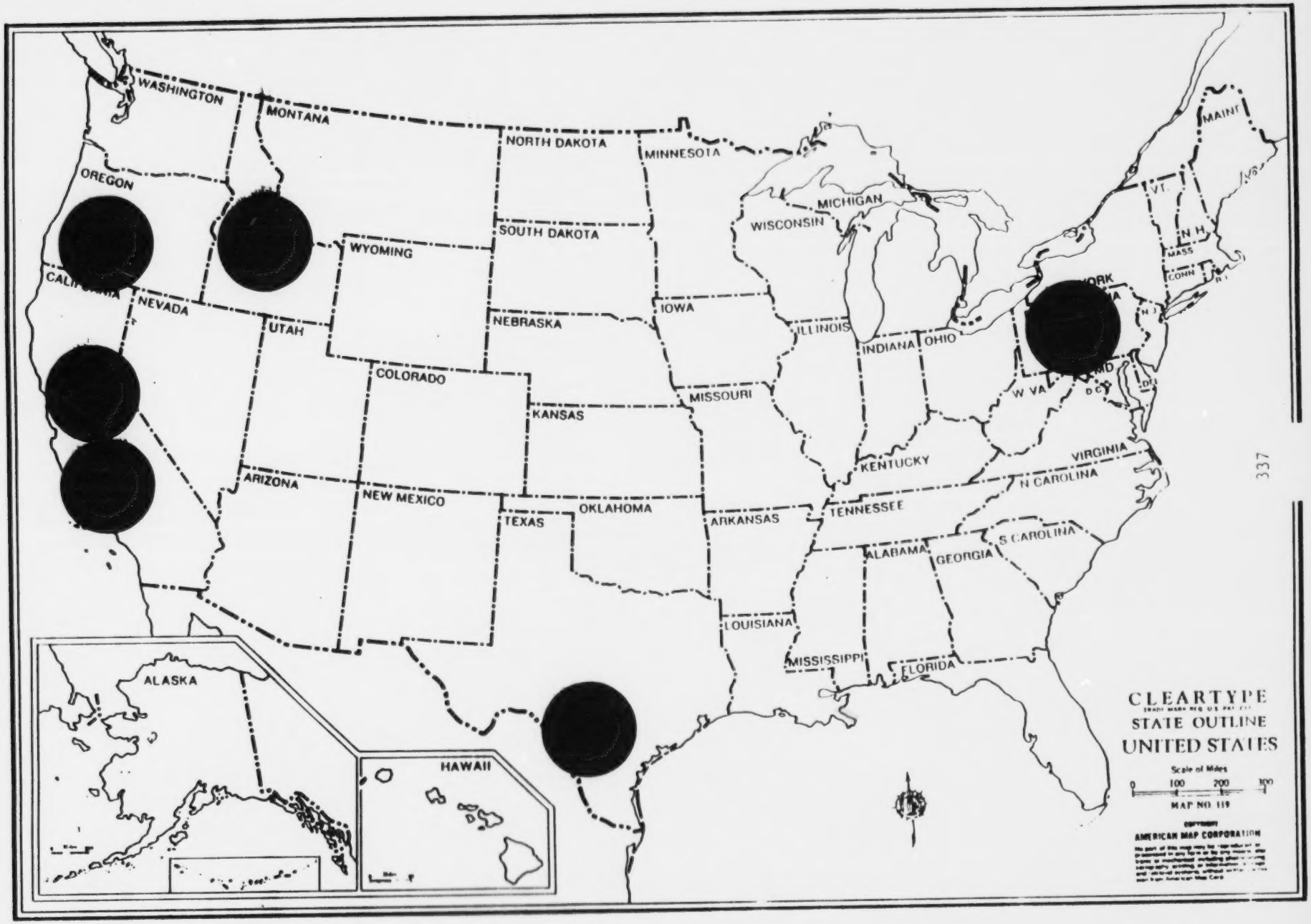
CAMP SITES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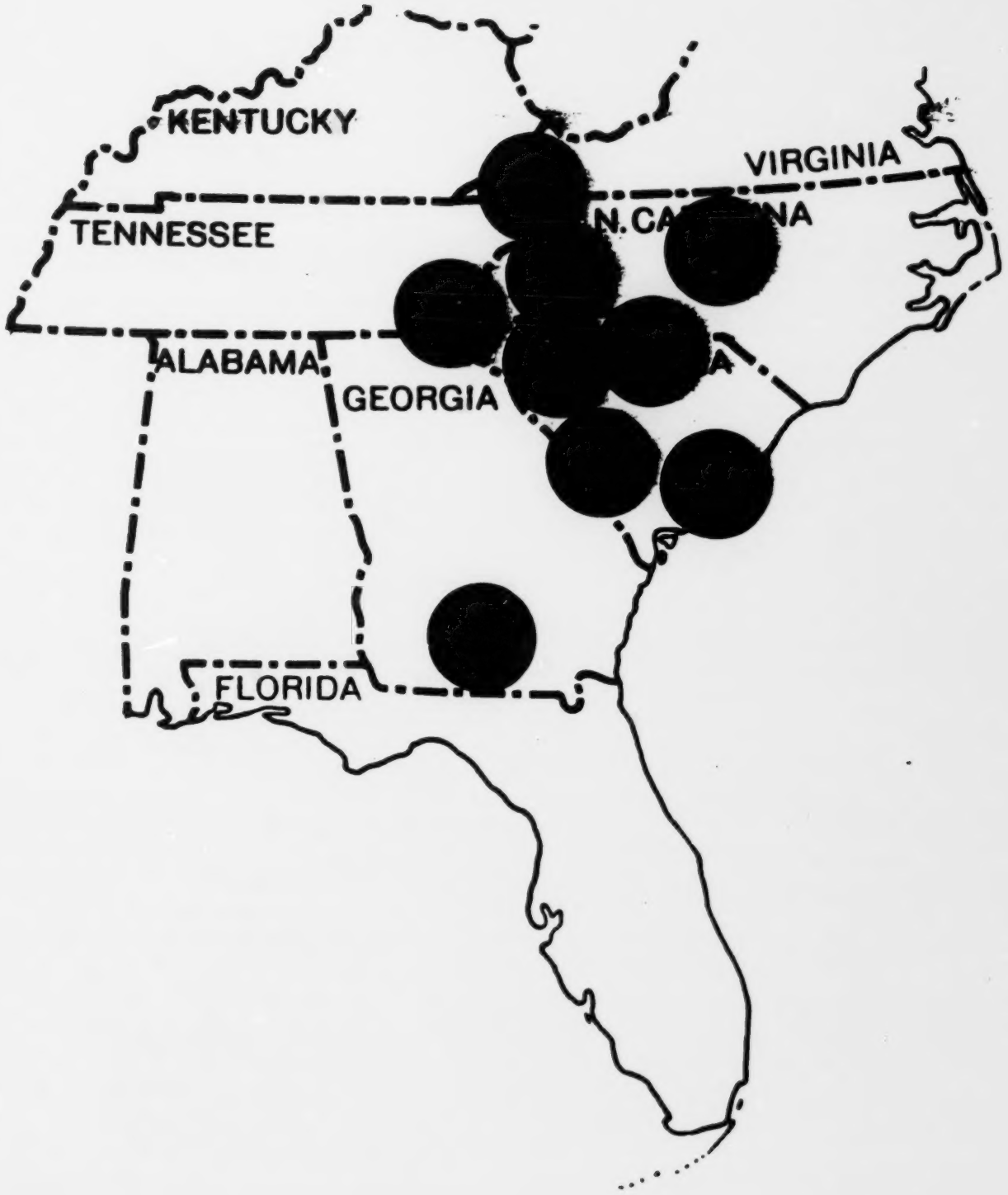
University of Tennessee
H.E.P. Sites



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